

House of Education,
Ambleside.

25. 2. 1919.

Dear Sir

This occasion deserves me to
thank you for your interesting letter
to say that she is much interested
to know what you have already
made some study of the principles
and methods of the P.N.S. & H.

She is sending you complete set
of programmes for term which she
hopes will give you some idea of the
work. We do not keep many

paper we issue work by the
lawn not by the year but it should
lose its freshness. But you will be
able to ~~not~~ gather what the work
for you would be because the
programmes proceeding following
the model ~~would~~ ^{are} to rise a little
further behind or further in the
books set most of which are
permanent. You will see that the
work of the others depends upon
books. Good books of some literary
value or the ordinary text-book
so that the ground covers by the

i>7p3cm438

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children in one year or in
the whole period of their school life
is the ~~amount~~ comes by writers
who have first hand acquaintance
with the various subjects.

We have no account of the
historical development of the
Hesel's ideas because though
the carrying out of the ~~principles~~
of them has been gradual the
ideas themselves are a philosophy
of education the principles of which
she has always worked upon.

127p4and438

These ideas are set forth in detail in the five volumes of the Home Education Series - see the enclosed leaflet - ^A can be reduced to a short synopsis in leaflet B.

The ^A ~~Master has~~ ~~we have~~ been for 30 years directing the home education of children all over the world (we have children in China, India, S. America, Balkans, Jamaica, Australia etc etc) and the spread of the work is exceeding (which has been slow because

157p5cm4382

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of the considerable cost of the
books - you will see from the
programmes that each child
must have a copy -.

In Elementary Schools it is only
during the last few years that
heads of schools were free to
abandon use new methods with
the consent of their Inspector &
even then ~~now~~ it is marked
~~advice~~ is needed to make the
schools loyally to make the
expansive. This has been, as
you will see from pamphlet 3

127p6cmca32

In the Dighton School in 1918
the experiment was never success
The arrangements were made
for a campaign in the Elementary
Schools. Teachers were asked
what schools doing the work.

In Gloucestershire the experiment
has been made over in
26 schools. That a report on the
work of these schools is likely to
be issued shortly giving the
testimony of the Teachers & the
children.

We have now done 13 over
children doing the work.

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The points in which the Mason philosophy differs from the psychology of the day as well as from most other educationalists is,

- 1 That all children have mind ^{entire}
This point has not been contested since the work has been undertaken in Elementary Schools)
- 2 That all children have an unlimited power of attention to ^{whatever}
This is generally disputed by oral lessons, the personality of the teacher, marks, prizes places etc.
- 3 That knowledge must be presented

in literary form or it will be
assimilated by the mind ~~to him~~

+ That all children suffer from
mind hunger & that is most
cases they receive stories for bread
in the same ^{way} ~~kind~~ as we
attention is dissipated. But
the man that is not been
already able summons up
the philosophy. In all men 4
points she has done equal work.
This makes the place of ^{for example} ~~for example~~
these hunger needs food & shelter
of faults that need exercise
so food must be literary
~~all~~ children are persons.